



Birkdale State School

# Student Code of Conduct 2024-2026

***Equity and Excellence: realising the potential of every student***

*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

*Queensland Department of Education*

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## Purpose

Birkdale State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/ carers and visitors.

The Birkdale State School *Student Code of Conduct* sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.



The purpose of the Birkdale State School *Student Code of Conduct* is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

For Birkdale State School, this *Student Code of Conduct* is applicable to students both on-campus, at an approved off-campus activity and whilst students are outside of the school grounds if the actions/ behaviours demonstrated have the potential to affect the good order and management of the school.

## Contact Information

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Phone:	07 3286 0777
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Contact Person:	Principal

## Endorsement

Principal Name:	Brendan Smith
Principal Signature:	
Date:	11/3/2024
P/C President Name:	Rebecca Wex
P/C President Signature:	
Date:	11/3/2024

## Principal's Foreword

Birkdale State School has a long and proud tradition of providing high quality education to students from across the Birkdale area of the Redlands Coast. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

The three core values of Birkdale State School are:

- Be respectful
- Be responsible
- Be safe

These three (3) values have been longstanding within Birkdale State School, and form the backbone of our *Positive Behaviour for Learning* (PBL) approach to managing student behavioural expectations.

These values assist in shaping and building the expectations of our school and the skills of all students to be confident, respectful, self-disciplined and resilient young people within a community that places learning, inclusion and wellbeing at the forefront.

Our school staff believe that communication and positive connections with other people are the most valuable commodities for our students, staff and community now and into the future.

Birkdale State School staff take an educative approach to discipline, believing that behaviour can be taught and that when mistakes are made, opportunities for reflection, growth and personal learning are available. As a committed staff team, our primary focus is to create a safe, supportive and disciplined learning environment in order to maximise student learning.

Our *Student Code of Conduct* provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of time out, reflection, detention, suspension or exclusion.

I thank the students, school staff, parents/ carers and other members of the community for their work in bringing this Birkdale State School *Student Code of Conduct* to life. Your input and feedback during the development of this Code have been invaluable.

I am proud of this *Student Code of Conduct*, in particular the clear explanations and guidance within, to shape the high expectations for the Birkdale State School community moving forward.

Birkdale State School is a great place to learn, work and play.

*Brendan Smith*  
Principal,  
Birkdale State School  
11 March 2024

## P&C Statement of Support

As president of the Birkdale State School Parents & Citizens Association, I am proud to support the updated *Student Code of Conduct* and the values and expectations contained within.

The process of reviewing the Student Code of Conduct, led by the Birkdale State School staff, clearly outlines the awareness and involvement of staff and parents/ carers in partnership together is critical to ensuring all stakeholders are able to support our students to meet the set expectations for learning and behaviour as proud Birkdaliens.

We encourage all parents/ carers to familiarise themselves with the Birkdale State School *Student Code of Conduct*, and to take time to talk with their children about the expectations contained herein and discuss any support their children may need to be successful at school. In particular, we want to emphasise the systems in place to help students affected by bullying and other anti-social behaviours, to build their children's capability to respond, report and be resilient to the challenges that can present during the years of schooling and later in life.

Bullying is a community-wide issue and we all have a role to play in combating it. We are aware that bullying can have particularly devastating impacts on our young people. It is important that every parent/ carer and child of Birkdale State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media, instant messaging, online gaming interactions or text messaging. It is important that parents/ carers and children know that whilst schools provide support and advice to help address problems of bullying, parents/ carers have a responsibility to monitor their children's on-line presence and provide clear expectations and parameters around their life in the digital world. The flowchart on page 28 provides an excellent starting point to understand how to approach the school about these types of concerns.

Any parents/ carers who wish to discuss the Birkdale State School *Student Code of Conduct* and the role of families in supporting the learning and behavioural expectations of students at our school are welcome to contact the Birkdale State School P&C Association via the school website, school office or P&C Facebook page. We welcome all parents/ carers in our school community to become members of our P&C Association.

It is with your understanding that we can work collaboratively with school staff to ensure all students are *respectful, responsible and safe* and are appropriately supported to meet their individual social, behavioural and learning needs at our great school.

*Rebecca Wex*  
*President,*  
*Birkdale State School P&C Association*  
*11 March 2024*

## Data Overview

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the *School Opinion Survey*. The *School Opinion Survey* is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school in Queensland.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- parents
- students
- staff
- principals

For more information, refer to [frequently asked questions](#) page.

## School Opinion Survey

### Parent opinion survey

Performance measure	2022 (n=114)	2023 (n=133)
Percentage of parents/caregivers who agree <sup>#</sup> that:		
This is a good school	95.5%	93.9%
My child likes being at this school	94.6%	92.4%
My child feels safe at this school	95.6%	91.4%
My child's learning needs are being met at this school	88.2%	88.3%
My child is making good progress at this school	91.9%	87.6%
Teachers at this school expect my child do to his or her best	98.2%	96.1%
Teachers at this school provide my child with useful feedback about his or her school work	90.4%	90.3%
Teachers at this school motivate my child to learn	92.8%	91.6%
Teachers at this school treat students fairly	88.3%	90.8%
I can talk to my child's teachers about my concerns	92.9%	94.7%
This school works with me to support my child's learning	91.8%	88.5%
This school takes parents' opinions seriously	85.7%	85.0%
Student behaviour is well managed at this school	85.6%	82.4%
This school looks for ways to improve	96.2%	91.1%
This school is well maintained	92.9%	86.8%

## Student opinion survey

Performance measure	2022 (n=135)	2023 (n=135)
Percentage of students who agree# that:		
I like being at my school	69.5%	58.0%
I feel safe at my school	79.1%	72.0%
My teachers motivate me to learn	87.6%	84.1%
My teachers expect me to do my best	95.5%	93.2%
My teachers provide me with useful feedback about my school work	84.0%	85.6%
Teachers at my school treat students fairly	55.0%	53.4%
I can talk to my teachers about my concerns	70.9%	70.1%
My school takes students' opinions seriously	65.1%	58.2%
Student behaviour is well managed at my school	61.2%	43.2%
This is a good school	78.5%	66.4%
My school looks for ways to improve	84.0%	74.0%
My school is well maintained	68.0%	58.6%
My school gives me opportunities to do interesting things	89.2%	84.2%

## Staff opinion survey

Performance measure	2022 (n=43)	2023 (n=47)
Percentage of school staff who agree# that:		
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	96.3%	87.1%
I enjoy working at this school	78.6%	95.7%
I feel this school is a safe place in which to work	83.7%	95.7%
I receive useful feedback about my work at this school	61.0%	84.4%
Students are encouraged to do their best at this school	100.0%	100.0%
Students are treated fairly at this school	88.1%	86.4%
Student behaviour is well managed at this school	53.5%	66.7%
Staff are well supported at this school	47.6%	85.1%
This is a good school	78.6%	95.7%
This school takes staff opinions seriously	51.2%	91.3%
The school looks for ways to improve	79.1%	97.9%
This school is well maintained	33.3%	76.6%
This school gives me opportunities to do interesting things	73.7%	77.8%
I feel that staff morale is positive at this school	23.8%	91.3%

### Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension and exclusion.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at Birkdale State School in 2021, 2022 and 2023.

<b>BIRKDALE STATE SCHOOL – SUMMARY OF SCHOOL DISCIPLINARY ABSENCES</b>			
Type	2021	2022	2023
Short Suspension – 1 to 10 days	34	47	22
Long Suspension – 11 to 20 days	0	0	0
Exclusion	0	0	0
<b>Total</b>	<b>34</b>	<b>47</b>	<b>22</b>

# Whole School Approach to Discipline

Birkdale State School uses the *Positive Behaviour for Learning (PBL)* approach as the multi-tiered system of support for discipline in the school.

This is a whole-school approach, used in all classrooms and programs offered through the school, including extra-curricular activities, camps and excursions.

The *Positive Behaviour for Learning (PBL)* framework is an evidence-based approach used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Birkdale State School, we believe that our focus on positive learning expectations reflects our belief that student attitude, actions and behaviours are part of the overall teaching and learning approach in our school.

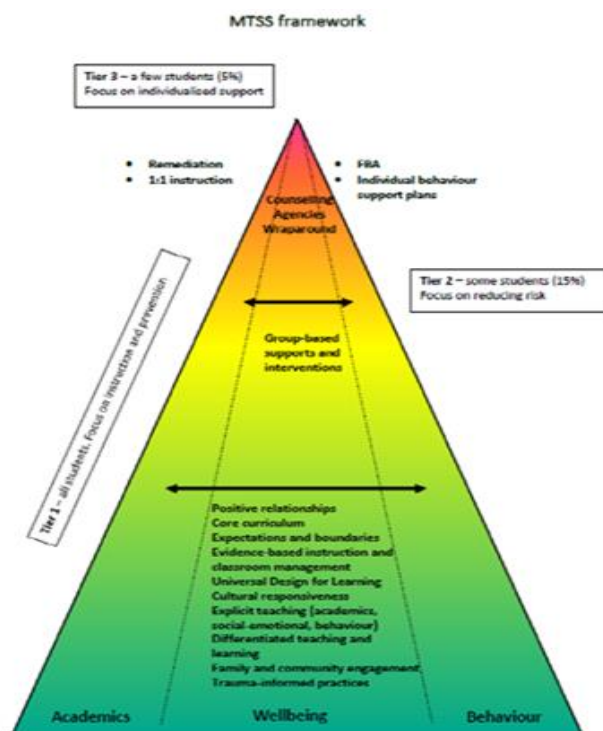
Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Birkdale State School *Student Code of Conduct* is an opportunity to explain the Birkdale *Positive Behaviour for Learning (PBL)* framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of positive behaviour can be used in any environment, including the home setting for students. Doing everything we can to set students up for success is a shared goal of every parent and school staff member.

Any students or parents/ carers who have questions, would like to discuss the *Student Code of Conduct* or the school's positive behaviour expectations are encouraged to speak with the class teacher or a member of the school leadership team via the school office.

**PBL believes that behaviour is learned, therefore behaviour can be taught.**

## Multi-Tiered System of Supports (MTSS)



## PBL Expectations



Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, that they are *Safe*, *Respectful* and *Responsible* learners.

### Students

Below are elaborations of what these PBL expectations look like for students across the school.

It should be noted that these are the expectations and standards that we hold for everyone at Birkdale State School, including students, staff, parents/ carers, contractors and community members who visitors our school.

#### Respectful

- *Being respectful* is having or showing respect; being polite, considerate and thoughtful

#### Responsible

- *Being responsible* is being trusted to take care of particular duties and jobs, and you are able to make the right decisions

#### Safe

- *Being safe* is acting in a way that considers the physical, social and emotional wellbeing of myself, others and the environment I am in

## Parents/ carers and staff

The table below explains the PBL expectations for parents/ carers when visiting our school site and the standards we commit to as staff in response to the same expectations.

### Respectful

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You approach the class teacher or principal if you are concerned about the conduct of a staff member, another student, parent/ carer or community member.	We will work with every family to quickly address any complaints or concerns regarding staff, students, other parents/ carers or community member.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.

### Responsible

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning, attendance and behavioural expectations at school.	We are clear about our learning, attendance and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter, school Facebook and other materials/ documentation sent home by school staff.	We will use the electronic school newsletter as the <u>primary</u> means of notifying parents/ carers about school news, excursions or events, with targeted correspondence (emails, eFlashes) and school Facebook page as <u>back-up</u> avenues for information.
You share relevant information about your child's learning, social, custodial and behavioural needs with school staff as soon as practicable.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances, custodial and/or other matters.
You make an appointment to speak with the class teacher, Deputy Principal or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

### Safe

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You leave and collect your child from the designated area at the school.	We will give clear guidance about a designated area for parents/ carers to leave and collect students.
You support the safe management of the school by abiding by the expectations of attendance on site after 8am (unless enrolled in Before-school care) and exiting the grounds after 3pm (unless enrolled in After-school care)	A safe and supervised environment for students, staff, parents/ carers and community during recognised and published school hours of operation.
You follow the directions of school staff at all times whilst on our school site, including signing-in at the office as required, Mandatory Training requirements and the relevant Blue Card legislation.	We will provide clear communication of parent/ carer/ visitor expectations when visiting our school site, including the sign-in requirements, Mandatory Training requirements and Blue Card legislation.

## Consideration of Individual Circumstances

Staff at Birkdale State School take into account a student's individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal or Deputy Principal via the school office to discuss the matter.

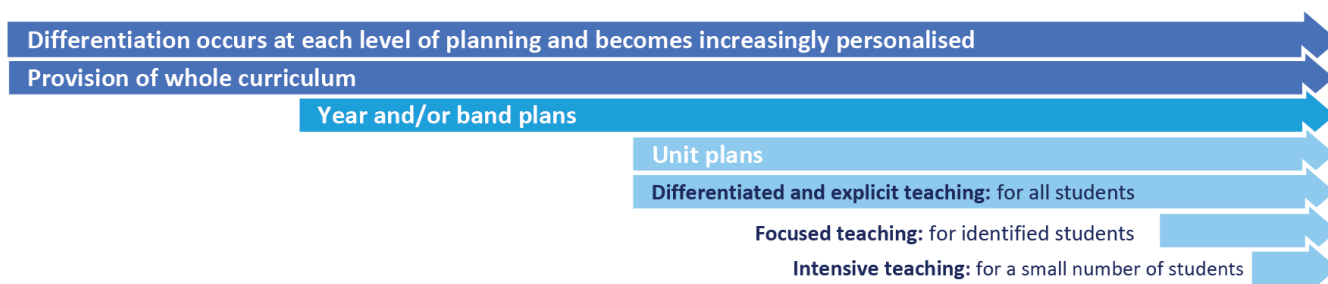
## Differentiated and Explicit Teaching

Birkdale State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. School staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Staff members at Birkdale State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students.

This enables our teaching staff to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Birkdale SS *PBL Expectations Matrix* as a basis for developing their behaviour standards.

Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom to guide potential student actions and staff member actions. The PBL Matrix is on display in every classroom, used as the basis of teaching expectations aligned with the *PBL Fortnightly Focus* throughout the year and revisited regularly to address any new or emerging issues through the school's PBL Team.

# Birkdale State School Positive Behaviour for Learning (PBL)

## BIRKDALE STATE SCHOOL BEHAVIOUR EXPECTATION MATRIX V3

At Birkdale State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	All Areas	Learning Areas	Transitions	Eating Time	Playground
<b>Respectful</b> <i>Being respectful is having or showing respect, being polite, considerate and thoughtful</i>	<ul style="list-style-type: none"> <li>Follow instructions first time every time</li> <li>Use manners, appropriate language and respectful listening</li> <li>Respect all community members and the environment</li> <li>Wear full school uniform with pride</li> <li>Respect all equipment and furniture</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to learn and teach</li> <li>Use effective and positive communication strategies</li> <li>Ask permission to leave the room</li> </ul>	<ul style="list-style-type: none"> <li>Be respectful of other classes and classrooms</li> <li>Walk in lines</li> </ul>	<ul style="list-style-type: none"> <li>Students to sit and eat</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Care for the environment</li> </ul>
<b>Responsible</b> <i>Being responsible is being trusted to take care of particular duties and jobs and you are able to make the right decisions</i>	<ul style="list-style-type: none"> <li>Be accountable for your actions</li> <li>Be in the right place at the right time</li> <li>Keep areas clean for others</li> <li>Use electronic devices and mobile phones responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to learn, prepared and on time</li> <li>Take pride in yourself and work</li> <li>Enter and exit all school buildings quietly</li> </ul>	<ul style="list-style-type: none"> <li>Line up quietly in your year level area</li> <li>Move quietly and to one side of the pathway</li> <li>Be organized and take the things you need with you</li> <li>Travel through the school safely with a buddy</li> </ul>	<ul style="list-style-type: none"> <li>Place all rubbish in the bin at the bell</li> <li>Secure your lunch box before going to play and collect at end of play</li> <li>Wait for staff to dismiss you in all areas</li> </ul>	<ul style="list-style-type: none"> <li>On the bell stop playing, collect all belongings and move to your line up area</li> </ul>
<b>Safe</b> <i>Being safe is acting in a way that considers the physical, social and emotional wellbeing of myself, others and the environment I am in</i>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to self</li> <li>Walk safely through the school and on stairs</li> <li>Use equipment appropriately</li> <li>Only enter school buildings when a staff member is present</li> <li>Maintain good hygiene practices</li> </ul>	<ul style="list-style-type: none"> <li>Move safely in learning areas</li> </ul>	<ul style="list-style-type: none"> <li>Keep walkways clear at all times</li> <li>Cross at the crossing when the light is green or when instructed by staff</li> </ul>	<ul style="list-style-type: none"> <li>Stand in a sensible single line at the tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Be sun safe – wear a school bucket hat-no hat no play</li> <li>Ask a staff member or Peacemaker for help</li> </ul>

### What should we do?

- Behaviour is learned
- Understand that students repeat behaviour because it 'works' for them to get what they want (consider the function of behaviour)
- Students do not learn through the sole use of "get tough" or "unpleasant" consequences
- We should:
  - Teach behavioural, social & emotional skills directly

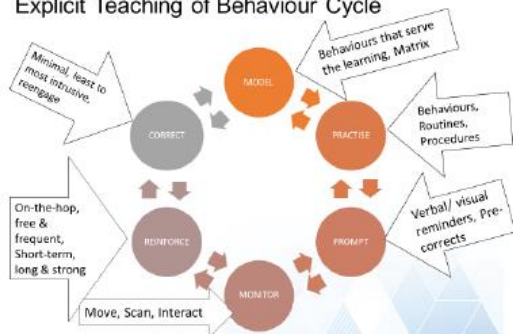


### Guidelines

- Teach to whole class first
- Re-teach when necessary, e.g. beginning of each term or if data suggests necessity
- Students who continue to have difficulties (non-responders) can be given additional instruction in small groups
- Students who have most difficulty (non-responders) may require individual instruction and practice



### Explicit Teaching of Behaviour Cycle



### PBL Logic

- Students can rust
- Apply a coat of *standard* rustproof paint to all students - **UNIVERSAL (TIER 1)**
- Monitor students for signs of rust, touch-ups here and there
- Apply a coat of *deluxe* rustproof paint to students that still rust – more expensive, not as much available, it only works on an undercoat of *standard* rustproof paint - **SECONDARY (TIER 2)**
- Monitor students for signs of rust, touch-ups here and there
- Apply a coat of *super deluxe* rustproof paint to students that still rust – extremely expensive and rare & it only works on an undercoat of *standard* and *deluxe* rustproof paint – **TERTIARY (TIER 3)**

Scott, T. (2017). *Talking to Adults about PBL: Creating a Logic for Sustainable Practice*, Positive Behaviour for Learning QLD Conference



## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Birkdale State School to provide focused teaching. Focused teaching is aligned to the school's expectations of behaviour and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching

Birkdale State School has a comprehensive Student Support Services team in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Supported Play
- *Reboot* program
- Essential Skills for Classroom Management
- BeYou framework
- Classroom Profiling
- DrumBeat program
- Functional Behaviour Assessment (FBA)

For more information about these programs, please contact the school office.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, an individualised, function-based behaviour assessment, support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Legislative Delegations

## Legislation

In this section of the Birkdale State School *Student Code of Conduct* are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General’s delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

## Disciplinary Consequences

The disciplinary consequences model used at Birkdale State School follows the same differentiated approach used in the proactive teaching and support of student expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

<i>Pre-correction ("Remember, walk quietly to your seat")</i>	<i>Non-verbal and visual cues (e.g. posters, hand gestures)</i>
<i>Whole class practising of routines</i>	
<i>Provide demonstration of expected behaviour</i>	<i>Proximity control</i>
<i>Corrective feedback (e.g. "Hand up when you want to ask a question")</i>	<i>Rule reminders ("When the bell goes, stay seated")</i>
	<i>Revised seating plan and relocation of student/s</i>
<i>Explicit instructions ("Pick up your pencil")</i>	<i>Ratio of 5 positive to 1 negative feedback to class</i>
<i>Tactical ignoring of inappropriate behaviour (not student)</i>	<i>Give 30 second 'take-up' time for student/s to process instruction/s</i>
<i>Individual positive reinforcement for appropriate behaviour</i>	<i>Private discussion with student about expected behaviour</i>
<i>Reminders of incentives or class goals</i>	<i>Redirection</i>
<i>Low voice and tone for individual instructions</i>	<i>Class-wide incentives</i>
<i>Break down tasks into smaller chunks</i>	<i>Reprimand for inappropriate behaviour</i>
<i>Provide positive choice of task order ("Which one do you want to start with?")</i>	<i>Warning of more serious consequences ("removal from classroom", "buddy class")</i>
<i>Model appropriate language, problem solving and verbalise thinking process ("I'm not sure what is the next step, who can help me?")</i>	<i>Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)</i>
<i>Prompt student to take a break or time away in class</i>	<i>Referral to Reflection Room (local version of Detention)</i>

## Focused

Class teacher is supported by other school-based staff to address in-class behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy/ negotiated rewards
- Detention (referred to as Reflection at our school)
- Behavioural contract or monitoring sheets
- Counselling and guidance support
- Self-monitoring plan
- Check in/ Check out strategy
- Teacher/ Administration coaching and debriefing
- Referral to Student Support Services for team-based problem solving
- Stakeholder meeting with parents/ carers and external agencies as required

## Intensive

School leadership team work in consultation with Student Support Services, parents/ carers and external supports (as necessary) to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment to inform an individual behaviour support plan
- Complex case management and regular review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Part-time placement, in conjunction with parents/ carers
- Short term suspension (up to 10 school days)
- Long term suspension (between 11 to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school

### Detention (locally known as Reflection Room) processes at Birkdale State School

At Birkdale State School, a 'Reflection Room' (*Detention*) operates during a designated Lunch Break each day, to allow students who are directed to attend this room to discuss their referred/ presenting behaviour with a specific staff member (usually either a Deputy Principal or the Principal) and reflect on the school's expectations and the impact that the student's referred/ presenting behaviour has had/ is having on their learning, the learning of others, a teacher's right to teach and/ or the good order and management of the school.

Staff referral of students to the 'Reflection Room' can be conducted through either of the following processes using our Ticket system (*refer Appendix 10, page 52*):

- Staff awarding **2 Tickets (white paper) within a 5-day school period**
- Direct referral by the School Administration using the **Admin Ticket (pink paper)**
- As part of a **Discipline Improvement Plan** (Behaviour Contract) or Re-entry arrangement, as determined by the School Administration.
- As part of a **specific management strategy**, determined through stakeholder consultation.

'Reflection Room' attendance data is collated and students with multiple visits to the Reflection Room are tracked and at key milestones in the data, referral is made to the School Administration via OneSchool for follow-up attention and/ or intervention. This referral may be one of the identifiers to move from the *Universal support* phase to the *Targeted support* phase on the continuum of support (*refer Appendix 7, page 24*).

Students who are awarded a Detention in the 'Reflection Room' will complete specific activities (*Reflection Sheet*) to allow them to reflect on their behaviour, the school rules and expectations, and articulate a more positive choice for future situations (*refer Appendix 9A, 9B and 9C on pages 49-51*).

On completion of the Reflection process, the student's completed *Reflection Sheet* and a *Parent/ Carer Notification Letter* (*Appendix 8*) will be passed back to the Class Teacher for distribution to the students' parent/s as soon as possible. A *return slip* forms part of the Parent/ Carer Notification Letter, which is to be returned to the class teacher as soon as possible. These *return slips* are also collected and tracked.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently, at one school or to all schools).

At Birkdale State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted OR the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Birkdale State School has a current *Instrument of Authorisation* in force (*refer Appendix 11, page 53*). The *Instrument of Authorisation* provides for the Principal to authorise the Deputy Principal/s, Head of Curriculum and Head of Inclusion to inform parents/ carers and students of a decision to suspend a student of the school on the Principal's behalf, under Section 281 (Chapter 12, Part 3, Division 2) of the Education (General Provisions) Act 2006.

Parents/ carers and students may appeal a long suspension (11 – 20 days), charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision made by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

Students who are suspended from Birkdale State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/ carers to attend a re-entry meeting, however it is strongly recommended. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/ or in writing, usually via email and are outlined on the SDA decision notice for both the student and the parent/ carer. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate (Deputy Principal) attending with the student and their parent/ carer. A record of contact is saved in OneSchool, under the Contact tab, including any notes or points of discussion/ agreement during this meeting.



## Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance where possible with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time – which may be directly after the re-entry meeting once the student has returned to class. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer referral, external supports)
- Set a date for follow-up conversations/ check-ins
- Thank student and parent/ carer for attending

## Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or student support services staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Birkdale State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Birkdale State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students **(including over-the-counter medications such as paracetamol or alternative medicines)**.

## Responsibilities

### Staff at Birkdale State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent/ carer or calling the police;
- consent from the student or parent/ carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/ carers (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent/ carer is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/ carers should be called to make such a determination.

### Parents/ Carers of students at Birkdale State School:

- ensure your student does not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Birkdale State School *Student Code of Conduct*
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- ensure your student adheres to the '*away for the day*' directions regarding the procedure for mobile phones and wearable devices
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection

### Students of Birkdale State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Birkdale State School *Student Code of Conduct*
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- ensure you adhere to the '*away for the day*' directions regarding the procedure for mobile phones and wearable devices, and hand-in mobile phones to the office or disconnect wearable device notifications as required
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection

## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students, however the actions of Birkdale State School in restricting the use of smartwatches and mobile phones is in accordance with Department of Education policy from the commencement of the 2024 school year.

This local school policy, in accordance with the Department of Education's *Student use of mobile devices* procedure, explicitly states:

- the requirement for all students (except for those with recorded exemptions) to keep their mobile phones switched off and **'away for the day'** and/or disable notifications on wearable devices during school hours;
- the process for seeking formal exemption from this policy for students who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons is done so by contacting the Principal via the school office;
- conditions applying to formal exemptions (e.g. digital licence on device, usage agreement, loss or damage responsibility) are negotiated between the Principal and parents/ carers once any exemption is approved by the Principal; and
- the school's approach to storage of student devices is to hand in any mobile phones on site to the school office immediately upon arrival at school. At the end of the school day, students are to attend the office to sign-out their mobile phones. If wearable device notifications cannot be silenced, they too must be submitted to the office as per the mobile phone processes.
- For extra-curricular activities, these devices are not permitted to be take or used, unless exempted by the Principal.

At Birkdale State School, this policy will be implemented as follows:

- Students **must** hand in their mobile phones immediately upon arrival at school each day and phones will be securely stored until the conclusion of the school day, when they will be available for collection;
- All applicable devices will be:
  - Signed in to the school office, via the 'payment window' at the front exterior of the office;
  - Once signed in, the mobile phone or wearable device will be pit "away for the day";
  - At the end of the school day (or in the event of an early departure), the devices will be signed-out and handed back in the same location.
- There will be no other school-specific exemptions, except for:
  - Students who require these devices for an approved reason (e.g. part of an approved Medical Action Plan) and/ or once a formal exemption is approved by the Principal.

Failure to abide by these conditions demonstrates a breach of the expectations outlined in the *Student Code of Conduct*, and serious disciplinary measures can be applied as a result of misconduct or failure to abide by this policy. Stating that you are "unaware" of the process will not be accepted as a valid reason for any breach of the 'away for the day' provisions of the Student Code of Conduct.

## Responsibilities

The responsibilities for students bringing electronic devices, including iPads, to school for educational purposes, are outlined below.

It is **ACCEPTABLE** for students of Birkdale State School to:

- use iPads or laptop devices (NOT mobile phones or smartwatches) for:
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using device for learning
- place your BYOD iPad out of sight before and after school across our school site, and during lunch breaks unless the device is being used in a teacher-directed and supervised learning activity.

It is **UNACCEPTABLE** for students of Birkdale State School to:

- have their mobile phone in their possession during the school day. All mobile phones are to be handed in to the Office, signed in and signed out (unless exempted by the Principal).
- Be wearing a connected smartwatch with notifications active at any time whilst on the school grounds. If needed for safe travel to/ from school, these are to be handed in following the same processes in place for mobile phones.
- use an electronic device, including the BYOD iPad, in an unlawful manner at any time – including whilst at home
- use any technology in a space or time of day that is deemed technology-free
- download, distribute or publish offensive messages or pictures at any time – including whilst at home
- use obscene, inflammatory, racist, discriminatory or derogatory language at any time – including whilst at home
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking at any time – including whilst at home
- insult, harass or attack others or use obscene or abusive language at any time – including whilst at home
- deliberately waste printing and internet resources
- change any setting, password or operating systems on a school-owned device, including but not limited to iPads and laptops.
- damage any school-owned iPad, computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions whilst accessing the device to support learning
- access any social media, online email and internet chat at any time whilst connected to the school's network
- send chain letters or spam email (junk mail) via your Departmental email account at any time
- knowingly download viruses or any other programs capable of breaching the department's network security
- use built-in device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms, toilets or classrooms. This is a breach of privacy, which brings hefty legal consequences in addition to school-bases consequences
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material. This is unlawful conduct that will not be tolerated and you may be referred to the Queensland Police Service in addition to school consequences being applied
- use any device (including those with Bluetooth functionality) to cheat during exams/ assessments

At all times while using ICT facilities and devices supplied by the school AND/ OR a personal BYOD iPad, students will be required to act in line with the requirements of the Birkdale State School *Student Code of Conduct*.

In addition, students and their parents/ carers should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - school network usage is tracked and traced, including word scans, image scans and website visitation tracking. Schools may remotely access departmentally-owned student computers or mobile devices for management purposes if misconduct is suspected. This includes any personal device that is connected to the school's ICT network at the time.
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access, deactivating the student's digital profile, un-inviting a student to bring a BYOD iPad to school or the Principal (or delegate) imposing a more serious disciplinary consequence or SDA.
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student and monitoring where possible by parents/ carers.

**Personal iPad devices, such as those used in the BYOD program for students in Years 3 – 6, are included in the above list of 'acceptable and 'unacceptable' behaviours.**

**Once any personally-owned BYOD device connects to the DoE Enterprise Network, these devices may be word scanned, image scanned and website tracked at any time. The school actively discourages the use of any social media, gaming or communication apps being installed on these BYOD devices to prevent unwanted items to be located or accessed via the school's network.**

## Preventing and responding to bullying

Birkdale State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Birkdale State School has a **Student Council**, with representatives from the Year 6 leadership group meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The Student Leadership meeting may include the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the staff of Birkdale State School is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Birkdale State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## **Bullying**

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fight between equals, whether in person or online, are not defined as bullying

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

The conflicts outlined above whilst not demonstrating 'bullying' behaviours are still considered serious and need to be addressed and resolved as appropriate. At Birkdale State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

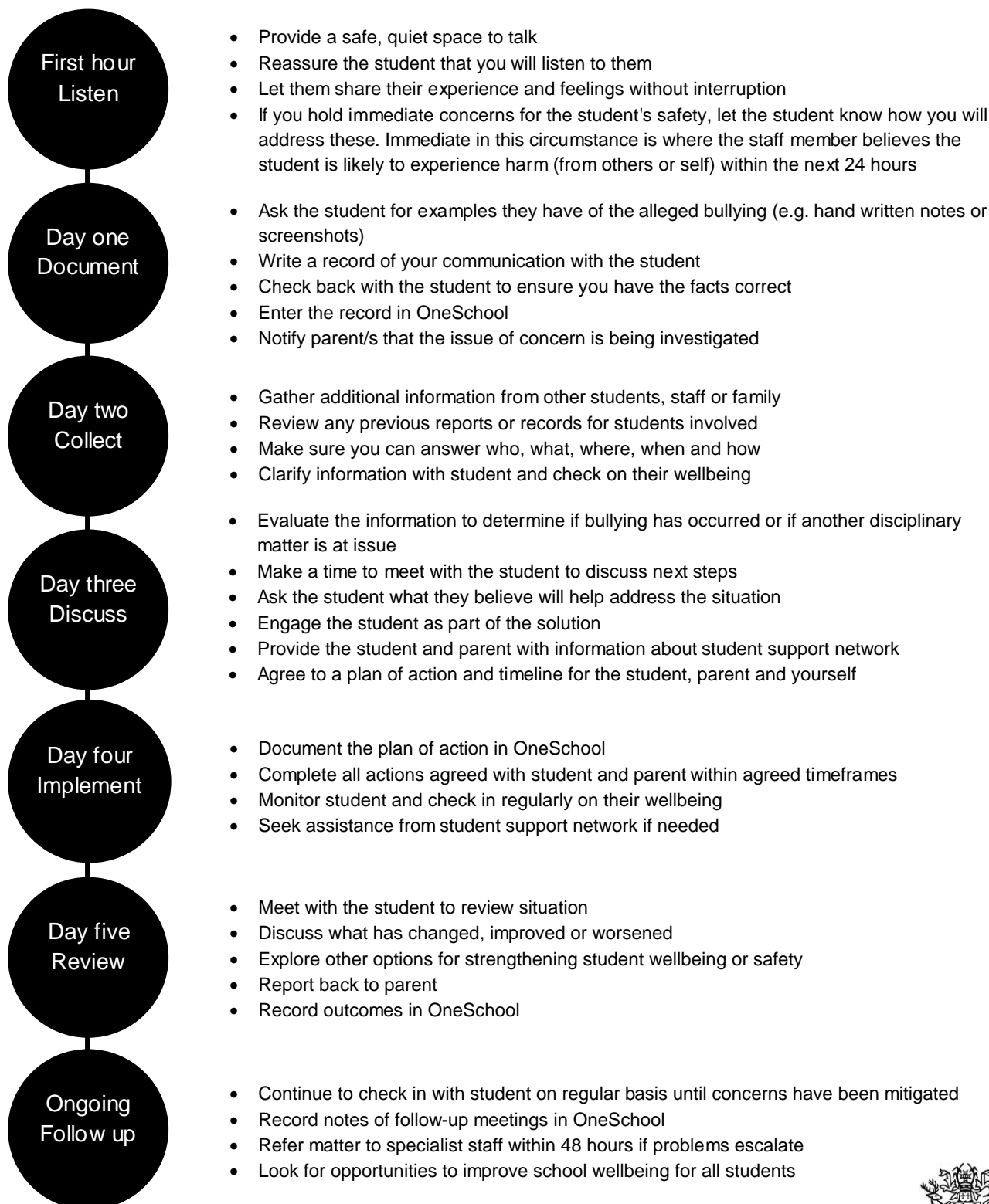
The following flowchart explains the actions Birkdale State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Birkdale State School - Bullying response flowchart for staff

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key contacts for students and parents/ carers to report bullying:

**Initial report:** Class teacher/s (Prep – Year 6)  
**Subsequent reports:** Relevant Deputy Principal or Principal



## Birkdale State School – Cyberbullying Response

Cyberbullying at Birkdale State School is treated with the same level of seriousness as in-person bullying.

The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community and their homes, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents/ carers who wish to make a report about cyberbullying should approach the relevant class teacher or specialist teacher. Following this initial report, the school Executive Team can be approached directly by students, parents/ carers or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/ carers and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Birkdale State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents/ carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/ carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. If applicable, state school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the school office.

## How to manage online incidents that impact Birkdale State School

### Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

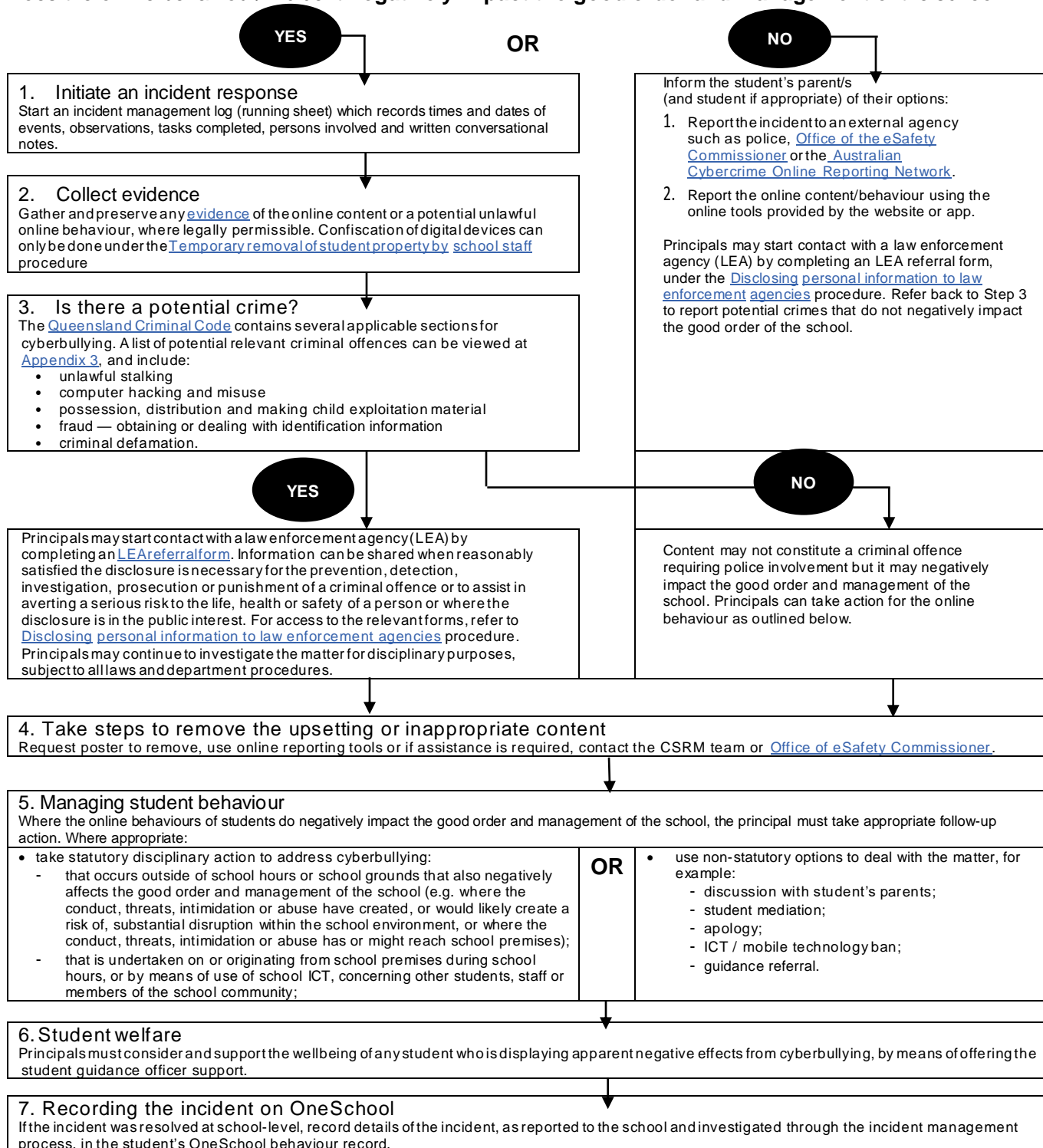
### Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

Does the online behaviour/ incident **negatively impact the good order and management of the school?**



## Cybersafety and Reputation Management (CRM)

The Queensland Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

### Student Intervention and Support Services

Birkdale State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the student support services team earlier in this document.

Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

All staff at Birkdale State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

## Birkdale State School – Anti-Bullying Statement

The Anti-Bullying Statement provides a clear outline of the way our community at Birkdale State School works together to establish a safe, supportive and disciplined school environment. From the start of the 2024 school year, this Contact is provided to all students and their parents/ carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

### Birkdale State School – Anti Bullying Statement

We agree to work together to improve the quality of relationships in our community at Birkdale State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been subjected to bullying.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent/ carer, staff member, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date



## Appropriate Use of Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep comments general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent/ carer, you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents/ carers are their child's first teachers —they will learn online behaviours from you – hence it is critical that you set a positive example for them

### Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the Department of Education. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the Department prefers that parents/ carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

## **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

## **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider

## Restrictive Practices

School staff at Birkdale State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the ***Restrictive Practices procedure***.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with Departmental procedures.

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning.

*This may include reference to:*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [BeYou Network](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- Reboot Program
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- [Zones of Regulation](#)

# Customer Complaints Management Framework

## Process

The department's approach to handling customer complaints is based on the Australian/New Zealand Standard (AS/NZS ISO 10002:2022 – Guidelines for complaint management in organisations).



## 1. Early resolution

*Receive complaint, record in register and provide acknowledgement*

- The complainant will raise an issue with the department, either in writing, over the phone, or in person.
  - The complaints officer should provide any necessary assistance to the complainant, including assisting those who may be vulnerable due to factors such as age, disability, location or issues accessing digital services, and offer support such as directing the person to interpreter services or support agencies or supporting the complainant to document the complaint.
- The complaints officer must decide if the issue is a [customer complaint External link](#).
  - It will be a customer complaint if all criteria below are met:
    - the complainant is dissatisfied with the service or action of the department or its staff
    - the complainant is directly affected by the service or action; and
    - some outcome is sought.
  - It will not be a customer complaint if the customer is:
    - requesting more information
    - requesting a change in services or requesting a new service
    - making a suggestion for improving the department's services
    - providing feedback on the department's performance
    - not directly affected by the decision or action of the department
    - providing information (for example, reporting an incident).
- If the issue is a customer complaint, the complaints officer must record the customer complaint in the register. Protected information must not be entered into the register.
  - Refer to the [Information security procedure](#) for information security classifications.
- If the issue is not a customer complaint, it must still be actioned, but it will either be dealt with as standard correspondence or under a different complaints process as outlined in the department's [Complaints and grievances management policy](#).
  - Complainants should be advised, as soon as practicable if the department is unable to deal with their complaint.
- The complaints officer must provide acknowledgement to the complainant that the complaint has been received and will be treated as a customer complaint, in writing or verbally, within 3 days (where possible) of the complaint being received by the department.
  - Include information about the complaint process, expected timelines and complainant responsibilities.
- The complaints officer should consider if any health, safety, wellbeing or resourcing issues are raised by the complaint or the complainant's conduct, and if they are concerned they should consider the [Managing unreasonable complainant conduct procedure](#) or escalate to a manager to determine any action to take.
- The complaints officer should assess if they have any [conflicts of interest](#) with regards to the complaint. If any conflict exists, it should be declared and the complaint referred to someone else.

### Assess and resolve

- The complaints officer will consider if the customer complaint is frivolous or vexatious.
  - If not frivolous or vexatious, proceed through the following steps to assess and resolve the complaint.
  - If the complaint is frivolous or vexatious, the complaints officer should advise the complainant that the complaint will not be examined. This must be recorded in the register or department's records management system. The remainder of this procedure does not need to be followed and the complaint is closed.
- The complaints officer must also decide if the complaint engages or limits human rights contained in Part 2 of the *Human Rights Act 2019* (Qld) by considering the following questions:
  - Are any human rights engaged or impacted by the decision or action complained about?
  - If so, did the decision or action being complained about limit those human rights?
  - If so, was the limitation lawful, justified and reasonable in the circumstances?

The [Guide: Customer complaints management and human rights \(DOCX, 271KB\)](#) provides more information about assessing if a customer complaint engages human rights. The complaints officer must document and save their assessment of [human rights considerations](#) [External link](#) (DoE employees only) in the department's records management system.

- Customer complaints should be assessed and resolved at the point of receipt, where possible. The complaints officer assesses the customer complaint and determines the best way to resolve it by:
  - considering the circumstances of the complaint, the parties involved, and the requested outcomes
  - identifying each complaint issue and who needs to resolve it
  - identifying relevant benchmarks, standards or criteria to assess the complaint against (for example, legislation, policies, or procedures); and
  - gathering relevant information or documentation, including from the complainant.
- The complaints officer will contact the complainant if additional information is required to confirm the complaint issues or the outcome sought, or to provide information about the customer complaints management process, such as timeframes and complainant responsibilities.
- The complaint officer will communicate with the complainant by the most appropriate medium, taking into consideration their needs and preferences where possible.
- The complaints officer will monitor and document any unreasonable conduct by the complainant and, if necessary, apply the [Managing unreasonable complainant conduct procedure](#).
- The complaint officer will keep and store appropriate records of all communication with the complainant. This includes recording supporting documentation if a complainant withdraws their complaint.
- The complaints officer must aim to resolve:
  - the customer complaint within 30 days, where possible. If these timeframes cannot be met (e.g. due to school holidays for school-related complaints), the complaint officer should contact the complainant to advise them of a new expected timeframe and a contact officer.
  - complaints involving privacy or human rights issues - within 45 business days.
- The complaints officer should assess whether the urgency of the issues raised requires the complaint be completed in shorter timeframes than those outlined above.
- When a complaint involves multiple organisations, or multiple areas of the department, where privacy and confidentiality obligations permit, communication with the complainant should be co-ordinated between all parties involved.
- Options for resolving the customer complaint should be tailored to the circumstances of the complaint and may include:
  - providing an explanation to the complainant about the decision, action, etc that is the subject of the complaint and reasons for the decision, if not previously provided
  - finding the customer complaint to be unsubstantiated (for example, the events did not happen as described)
  - reaching a compromise solution (for example, through alternative dispute resolution)
  - concluding the customer complaint be substantiated and implementing specific action, such as overturning a decision, apologising, or providing a service not previously provided
  - addressing or referring the issue for system improvement.
- The complaints officer must record appropriate notes in the register throughout the assessment and resolution phase.
- Procedural fairness must be afforded to a person who is the subject of the customer complaint and the complainant.

### *Communicate outcome*

- The complaints officer must advise the complainant of the outcome of the assessment and resolution process, including:
  - a clear explanation of the final decision, including reasons
  - any recommendations, steps taken to address the complaint and undertakings or follow up actions
  - any internal or external review options available to the complainant
  - the option to provide feedback on the complaint process via the department's customer satisfaction survey.
- An outcome can be provided verbally, [in writing External link](#) (DoE employees only), or in any other form of communication most suitable to the complainant.
- The complaints officer should consider whether privacy obligations to a particular staff member or student impact the information that can be given to the complainant.
- The complaints officer must keep appropriate records about the information provided to the complainant in the register and/or department's records management system.

### *Close complaint*

- The complaints officer will close the complaint and record information in the register about the complaint outcome and any further activities that need to occur.
- If further activities are recommended, the complaints officer is responsible for implementing and monitoring the recommended action, or referring the matter to the responsible area for attention. The register should be updated once all outstanding actions are completed.

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## **2. Internal review**

- If the complainant is dissatisfied with the way the customer complaint was handled by the department or if they believe the outcome to be unreasonable, the complainant can request an internal review. This request should be submitted within 20 days of receiving the complaint outcome.
  - The internal review must be completed in accordance with the [Internal review procedure](#).

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## **3. External review**

- If an internal review is completed, and the complainant remains dissatisfied, they can seek an external review.
- The complaints officer must provide the complainant with details of external review agencies (such as the [Queensland Ombudsman External link](#), [Office of the Information Commissioner External link](#) or [Queensland Human Rights Commission External link](#)) to assist the complainant to seek an external review.
- If an external review agency accepts the request and requests information from the department to enable an external review to be conducted, the complaints or internal review officer must respond to the request and record the external review request in the register.





# Birkdale State School

## Positive Behaviour for Learning (PBL)

### BIRKDALE STATE SCHOOL BEHAVIOUR EXPECTATION MATRIX V3

At Birkdale State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	All Areas	Learning Areas	Transitions	Eating Time	Playground
<b>Respectful</b> Being respectful is having or showing respect; being polite, considerate and thoughtful	<ul style="list-style-type: none"> <li>Follow instructions first time every time</li> <li>Use manners, appropriate language and respectful listening</li> <li>Respect all community members and the environment</li> <li>Wear full school uniform with pride</li> <li>Respect all equipment and furniture</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to learn and teach</li> <li>Use effective and positive communication strategies</li> <li>Ask permission to leave the room</li> </ul>	<ul style="list-style-type: none"> <li>Be respectful of other classes and classrooms</li> <li>Walk in lines</li> </ul>	<ul style="list-style-type: none"> <li>Students to sit and eat</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Care for the environment</li> </ul>
<b>Responsible</b> Being responsible is being trusted to take care of particular duties and jobs and you are able to make the right decisions	<ul style="list-style-type: none"> <li>Be accountable for your actions</li> <li>Be in the right place at the right time</li> <li>Keep areas clean for others</li> <li>Use electronic devices and mobile phones responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to learn, prepared and on time</li> <li>Take pride in yourself and work</li> <li>Enter and exit all school buildings quietly</li> </ul>	<ul style="list-style-type: none"> <li>Line up quietly in your year level area</li> <li>Move quietly and to one side of the pathway</li> <li>Be organized and take the things you need with you</li> <li>Travel through the school safely with a buddy</li> </ul>	<ul style="list-style-type: none"> <li>Place all rubbish in the bin at the bell</li> <li>Secure your lunch box before going to play and collect at end of play</li> <li>Wait for staff to dismiss you in all areas</li> </ul>	<ul style="list-style-type: none"> <li>On the bell stop playing, collect all belongings and move to your line up area</li> </ul>
<b>Safe</b> Being Safe is acting in a way that considers the physical, social and emotional wellbeing of myself, others and the environment I am in	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to self</li> <li>Walk safely through the school and on stairs</li> <li>Use equipment appropriately</li> <li>Only enter school buildings when a staff member is present</li> <li>Maintain good hygiene practices</li> </ul>	<ul style="list-style-type: none"> <li>Move safely in learning areas</li> </ul>	<ul style="list-style-type: none"> <li>Keep walkways clear at all times</li> <li>Cross at the crossing when the light is green or when instructed by staff</li> </ul>	<ul style="list-style-type: none"> <li>Stand in a sensible single line at the tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>Be sun safe – wear a school bucket hat – no hat no play</li> <li>Ask a staff member or Peacekeeper for help</li> </ul>







**Birkdale State School**  
**Positive Behaviour for Learning (PBL)**

**FORTNIGHTLY FOCUS**

Responsible – Playground:

**I will - on the bell stop playing, collect all my belongings and move to my line up area**

Behaviour	Description	Consequences	PBL Focus	Progression
Responsible	On the bell stop playing, collect all my belongings and move to my line up area	...	...	...
Responsible	...	...	...	...
Responsible	...	...	...	...

## APPENDIX 6: PBL poster – MAJOR/ MINOR EXAMPLES



# BIRKDALE STATE SCHOOL

## POSITIVE BEHAVIOUR FOR LEARNING (PBL)

### Birkdale State School Minor/Major Behaviour Document 2023 V5

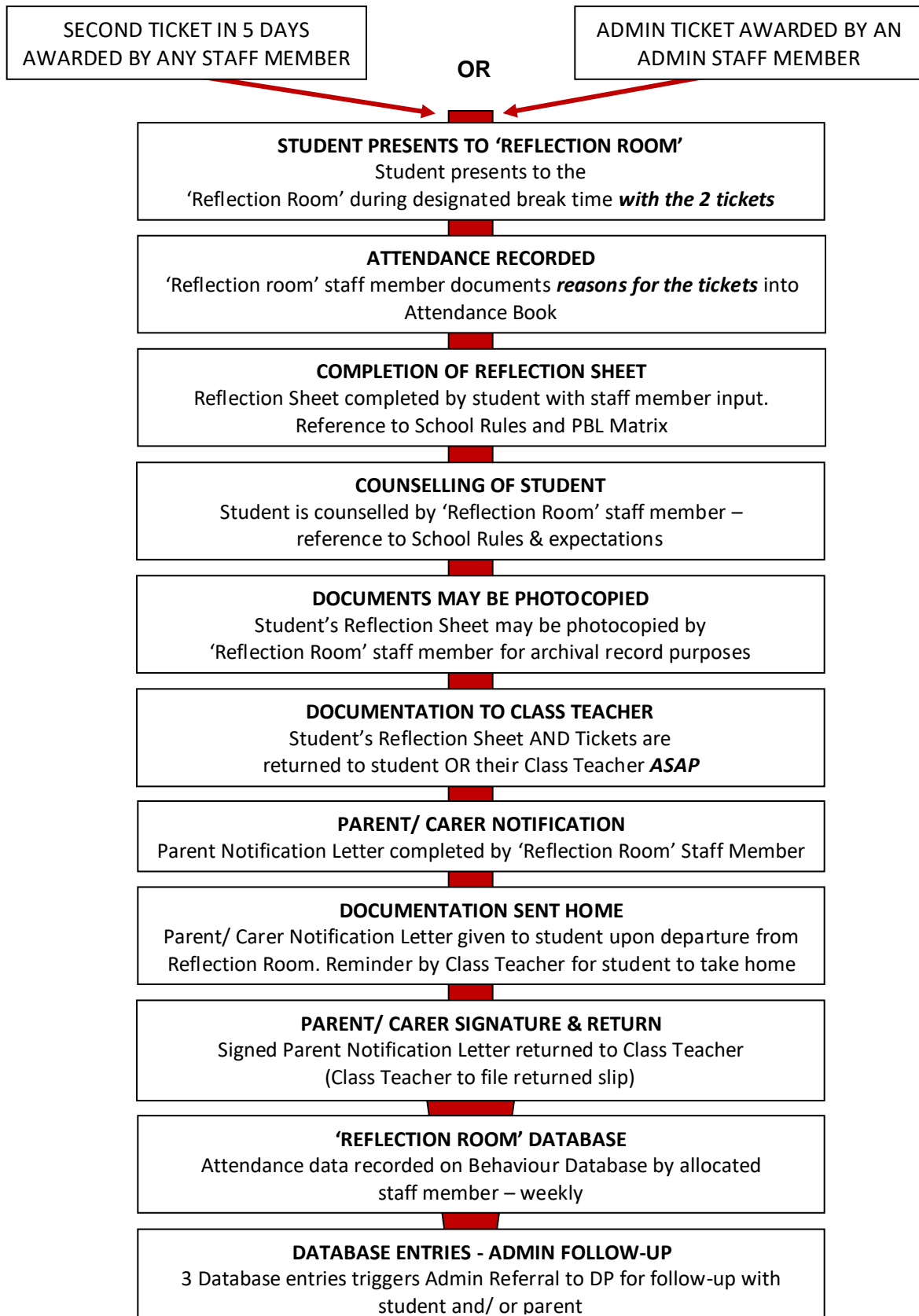
One School Behaviour Category	Minor definition & examples	Major definition & examples	Non-examples
Abusive language	Student delivers low intensity verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way that is persistent, intensive and prolonged.	Saying or writing "I hate you!" Saying "stupid" or "ugly" or "bloody hell" and it is not directed at others
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism during an assessment.	Student is having difficulty understanding what to do and copies the work from person beside them in a non-assessment
Bomb Threat/False Alarm	Student threatens to deliver a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	Unknowingly setting of an alarm after opening a door/pressing a button
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Student engages in deliberate offensive and intensive verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden. It includes threats and intimidation that are persistent and prolonged	Calling someone stupid as an isolated incident. Saying "I'm not going to be your friend"
Defiance	Student refuses to follow a direction given by school staff.	Student continually refuses to follow directions given by school staff.	Not completing work due to a skill deficit which would impair completion of work Student moving themselves to quiet area as per agreed or Behaviour Plan
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Student intentionally delivers socially rude or dismissive messages to adults or students that are intensive and persistent.	Student pokes tongue out
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Intense distracting behaviours by the student which cause an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour, that repeatedly interrupt or stop the teaching and learning.	Throwing a toy to a friend who has asked for the toy. Calling out answers to questions excitedly, movement breaks
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	Intense and repeated breaches of the school dress code that is not within the dress code guidelines defined by the school, and requires alteration beyond the classroom environment- distasteful slogans on clothing, excessive makeup or blatant inappropriate hair style after a variety of interventions and strategies.	Student is wearing a non-school hat. Parent provides communication regarding dress code breach
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission. On more than one occasion.	Misinterpretation of a message Age/ Development/ Disabilities may be considered
Fighting	Student is involved in mutual participation in an incident involving physical violence.	Student is involved in mutual participation in an incident involving physical violence.	Play fighting as part of role play
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Student persistently and intensely engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Student asks someone if they are transgender/gay/black/Muslim etc
Other – charge-related suspension		Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> <li>• charged with a serious offence; or</li> <li>• charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</li> </ul>	Principal decision
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Student intensively and persistently engages in intentional actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Making unintentional contact with peers as part of a game – bumping into someone, roughhousing during football, tiggly
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Student participates in an activity that results in destruction, damage or disfigurement of property of significant value.	Accidentally writing on someone's book
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Playing with pencils and/or throwing them to a friend to borrow Accidentally hitting someone with a ball
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school, despite several attempts from staff to have student join in.	Student forgets to complete one section of the work they were doing/work is incomplete
Substance misconduct involving illegal substances		Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	None, illegal is illegal
Substance misconduct involving tobacco and other legal substances	Student is in possession of or has supplied tobacco, alcohol, other prohibited substances or implements.	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Vitamin C, Prescribed medication as per Health Plan
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device.	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Accidentally finding an inappropriate site. Inappropriate use of social media at home
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property of significant value.	Takes home other students belonging with similar logo. Plays with another students' object and returns when asked
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence) despite attempts from staff to have student return to their classroom.	Student returns from the play break shortly after the bell, stopping to use the toilet
Truancy (out of school)		Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	Student is absent from school and parents have forgotten to notify school
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Student brings item for show and share unaware of danger
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Student brings water pistol to school for role play

Intensive is unsafe behaviours endangering others and/or teaching cannot continue



## APPENDIX 7: REFLECTION ROOM FLOWCHART

### BIRKDALE STATE SCHOOL – ‘REFLECTION ROOM’ PROCEDURES



## APPENDIX 8: REFLECTION ROOM PARENT/ CARER LETTER



# BIRKDALE STATE SCHOOL

*Always Our Best*

Date:

Dear Parent/Carer,

As part of our *Student Code of Conduct*, school staff have regular conversations with students about the behavioural choices they make across all aspects of our school environment. This is a very important aspect student learning, as they develop their decision making and relationships as students move through the years of Primary schooling.

Unfortunately, you are receiving this letter as \_\_\_\_\_ attended our 'Reflection Room' today as a consequence for demonstrating behaviour that is in breach of our behavioural expectations (School Rules):

School Behavioural Expectations (Rules)	Behaviour demonstrated/ location
RESPECTFUL	
RESPONSIBLE	
SAFE	

Your child was counselled by the staff member on duty in the 'Reflection Room' about our 3 School Rules (*Respectful, Responsible and Safe*) and what consequences are possible when school behavioural expectations are not adhered to.

I have asked \_\_\_\_\_ to give this letter to you together with the *Reflection Sheet* completed during their time-out today. I also request that the slip below is signed and returned to your child's Class Teacher ASAP to ensure transparent communication between home and school regarding the behavioural expectations for our school.

If you require further information, please contact your child's Class Teacher.

Yours sincerely,

'Reflection Room' staff member,  
Birkdale State School

Principal,  
Birkdale State School

-----

**PLEASE SIGN AND RETURN TO YOUR CHILD'S CLASS TEACHER A.S.A.P.**

Thank you for your letter regarding \_\_\_\_\_ 's recent demonstration of behaviour in breach of the behavioural expectations of Birkdale State School.

I have discussed these behaviours with him/ her and the expectations for Birkdaliens to be *Respectful, Responsible and Safe* at all times.

\_\_\_\_\_  
(Parent signature)

\_\_\_\_\_  
(Date)

74 Agnes Street, Birkdale Q 4159 | Phone: 3286 0777  
Email: admin@birkdaless.eq.edu.au | Web: birkdaless.eq.edu.au | ABN: 90 357 668 441







# BIRKDALE STATE SCHOOL

*Always Our Best*

## REFLECTION SHEET – OPTION B

Used when a student is sent to the 'Reflection Room' following significant inappropriate behaviours.

*Whole School Version (Circle and write)*

.....'s Think Sheet Class ..... Date .....

**What I chose to do:**

kick 	hit 	push 	bite 	talk or scream 
run 	not work 	pinch 	use unkind words 	throw something 

**I did this because I wanted:**

attention     to cause a problem     to get out of work     challenge a teacher

to get even or revenge     to talk to the teacher     .....

**It made ..... feel:**

happy 	sad 	mad 	scared 	frustrated 
-----------	---------	---------	------------	----------------

**Next time I can choose to to:**

have SAFE feet 	have SAFE hands 	use kind words 	listen and not talk during instruction 	ask for a calm break 
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand." 

**When I make a positive choice like that:**

others will want to be with me 	others will feel good around me 	others want to play with me 	people will know that I am kind 	I will feel proud of myself 
------------------------------------	-------------------------------------	---------------------------------	-------------------------------------	---------------------------------

**I must remember to:**

Birkdale State School Positive Behaviour for Learning (PBL)				
Strategic Intent	Strategic Objectives	Strategic Outcomes	Strategic Actions	Strategic Resources
<p><b>Strategic Intent:</b> To ensure all students have the opportunity to learn and thrive in a safe, respectful and inclusive environment.</p> <p><b>Strategic Objectives:</b> To ensure all students have the opportunity to learn and thrive in a safe, respectful and inclusive environment.</p> <p><b>Strategic Outcomes:</b> To ensure all students have the opportunity to learn and thrive in a safe, respectful and inclusive environment.</p> <p><b>Strategic Actions:</b> To ensure all students have the opportunity to learn and thrive in a safe, respectful and inclusive environment.</p> <p><b>Strategic Resources:</b> To ensure all students have the opportunity to learn and thrive in a safe, respectful and inclusive environment.</p>				

**Reflection Room' Staff Member Signature:** \_\_\_\_\_

**Class Teacher Signature** \_\_\_\_\_

**PLEASE PROVIDE A COPY OF THIS SHEET TO THE STUDENT'S CLASS TEACHER A.S.A.P.**



**APPENDIX 9C: REFLECTION ROOM – REFLECTION SHEET OPTION C**



**BIRKDALE STATE SCHOOL**

*Always Our Best*

**REFLECTION SHEET – OPTION C**

Used when a student is sent to the 'Reflection Room' following significant inappropriate behaviours.

*Whole School Version (Write)*

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Please select the reason/s for receiving a red ticket from the list below:

I chose not to follow instructions first time, every time	
I chose to keep talking when it was not my turn	
I chose to interrupt the teacher while they were teaching	
I chose to distract other students from their learning	
I chose to not stay in my spot as directed by the teacher	
I chose not to start or finish my work	
I chose to misbehave in a specialist lesson	
I chose to use disrespectful language or unkind words	
I chose to push, hit, kick or bite	
I chose to use unkind actions or gestures	
I chose to be in an incorrect/ out of bounds area	
I chose to play at an appropriate time or place	
OTHER: <i>Please write the reason below.</i>	

What will you do differently next time?

.....

.....

.....

What do I need to do to take ownership for my actions?

.....

.....

.....

**Reflection Room' Staff Member Signature:**

\_\_\_\_\_

**Class Teacher Signature:**

\_\_\_\_\_

Birkdale State School Positive Behaviour for Learning (PBL)					
What do you need to know about PBL?					
<b>Responsibility</b> To be responsible for your own actions and the actions of others.	<b>Respect</b> To respect the rights and feelings of others.	<b>Resilience</b> To be able to cope with setbacks and challenges.	<b>Relationships</b> To build positive relationships with others.	<b>Self-awareness</b> To know your own strengths and weaknesses.	<b>Self-management</b> To manage your own emotions and behaviours.
<b>Responsibility</b> To be responsible for your own actions and the actions of others.	<b>Respect</b> To respect the rights and feelings of others.	<b>Resilience</b> To be able to cope with setbacks and challenges.	<b>Relationships</b> To build positive relationships with others.	<b>Self-awareness</b> To know your own strengths and weaknesses.	<b>Self-management</b> To manage your own emotions and behaviours.
<b>Goal</b> To be a responsible, respectful, resilient, relationship-building, self-aware and self-managing individual.					

**PLEASE PROVIDE A COPY OF THIS SHEET TO THE STUDENT'S CLASS TEACHER A.S.A.P.**

74 Agnes Street, Birkdale Q 4159 | Phone: 3286 0777  
 Email: admin@birkdaless.eq.edu.au | Web: birkdaless.eq.edu.au | ABN: 90 357 668 441



**APPENDIX 10: REFLECTION ROOM TICKETS**



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Reason for Ticket:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Not Responsible     Not Safe     Not Respectful

Staff member name: \_\_\_\_\_ Date: \_\_\_\_\_



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Reason for Ticket:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Not Responsible     Not Safe     Not Respectful

Staff member name: \_\_\_\_\_ Date: \_\_\_\_\_

Office duplicate

**Note:**

- Tickets awarded by general school staff will be on *white* paper
- Tickets awarded by Admin Team members (Principal, Deputy Principal, Head of Curriculum, Head of Inclusion) will be on *pink* coloured paper to delineate that they are an immediate consequence for serious conduct in breach of the school expectations.

## APPENDIX 11: INSTRUMENT OF AUTHORISATION



**BIRKDALE STATE SCHOOL**

*Always Our Best*

### Queensland Department of Education Instrument of Authorisation

#### Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')

I, BRENDAN SMITH, Principal of BIRKDALE STATE SCHOOL, **authorise** the persons who are from time to time the holders of the position of *Deputy Principal, Head of Department Curriculum* and *Head of Inclusion* at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A *Deputy Principal, Head of Department Curriculum* or *Head of Inclusion* who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a *Deputy Principal, Head of Department Curriculum* or *Head of Inclusion* tells the student about my decision, as per section 283(2) of the EGPA.

23 January 2023

\_\_\_\_\_  
BRENDAN SMITH

\_\_\_\_\_  
DATE

BIRKDALE STATE SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

74 Agnes Street, Birkdale Q 4159 | Phone: 3286 0777  
Email: [admin@birkdaless.eq.edu.au](mailto:admin@birkdaless.eq.edu.au) | Web: [birkdaless.eq.edu.au](http://birkdaless.eq.edu.au) | ABN: 90 357 668 441

